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January 18, 1932

JOURNAL OF EDUCATION

The National School Weekly

BOSTON

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

The Tax Problem

THE world crisis is primarily a tax creation situation for which the United States is largely responsible.

The public schools, tax supported, were very generally accepted, the world over, as the cause of our great success as a nation. It was their tax support rather than their education feature that impressed the world.

When the world was in financial distress the United States easily financed its entrance into the war, loaned vast sums to warring nations, and the war ended soon after our arrival upon the scene. This combination boosted the tax-idea everywhere.

Every conceivable luxury was possible for everybody everywhere when all that was necessary was to vote taxes.

School taxes were easiest to vote and are hardest to pay, which accounts for the present school situation.

Boy Scout Week

BOY SCOUTS render a variety of public service that has no rivalry. They are always ready for action. They are alert, they see, hear and think quicker than any other group in an emergency.

They are trained earlier than any other class of persons. They know what to do and what not to do in any emergency. They think and act automatically. They never wait for a leader. Every Scout is self-sufficient, when he is needed. He is not only taught how to meet an emergency but he is trained to do the right thing in the right way every time.

Boy Scout week should be observed so universally, February 7-13, that every school and every Sunday School will realize the significance of having in every community a group of youth ready to save life, promote health, and protect property intelligently and conscientiously.

A City's Appreciation of Teachers

ON JANUARY 6 Chicago demonstrated its appreciation of the teachers by having a monster petition with over 900,000 names of Chicagoans trucked to the state capital, petitioning legislators for relief for the teachers, who have made great personal sacrifices to give children and youth sympathetic attention in their preparation for a better life and a better living.

On the evening of the fourth of January the largest convention hall in Chicago was packed to the limit with an audience of more than 25,000 persons, who under the leadership of the Mayor expressed exuberantly the city's appreciation of the noble way in which the teachers are literally living and teaching for the better citizenship of the city, state and nation.

The rousing reception given the superintendent of the city schools equalled that of a national chieftain in a military triumph.

Kersey to Long Beach

STATE Superintendent Vierling Kersey of California succeeds Dr. William L. Stephens as superintendent at Long Beach. This is high praise for the city and the new superintendent.

Dr. Kersey, successor to William John Cooper as state superintendent, has made a national reputation for wise, heroic, progressive leadership.

Long Beach required an unusual leader to succeed Dr. Stephens, whose twenty-four years of service ended in a blaze of glory.

When Dr. Stephens was elected for the sixth four-year term he announced that it would be his last term.

He has been a man of strong convictions and intense courage, never yielding to political pressure for a moment. His statement in 1927 gave an unprecedented opportunity to arrange for a radical change of policy in the recent election of a school board.

Dr. Stephens boldly stated the liability of degradation in education if the citizens did not rally nobly for the reputation of the schools. The election resulted in an unprecedented vote and a majority of 20,000 for a school board to continue the policies of Dr. Stephens.

That board promptly elected Vierling Kersey, who has honored the city by accepting the superintendency.

Mount Holyoke College Honored

IN THE appointment of Dr. Mary E. Woolley as the efficient representative at the Geneva conference, the United States honors itself as much as it honors Mount Holyoke College and its president.

At thirty-five years of age Miss Woolley assumed professional and administrative responsibility such as no other woman in the world had then assumed.

Mount Holyoke College had traditions that were tenaciously sacred. Several women's colleges, thoroughly modern, had become nationally famous.

Co-education had opened the doors to thousands of enterprising young women.

Without any attempt to play for personal or professional popularity for herself or the college, Dr. Woolley has attended strictly to the business of being the president of a traditional, religious, conservative college with women administrators and a faculty of women.

After conserving the sacred traditions of Mount Holyoke College for thirty-one years, President Woolley seems to have been the only woman college president seriously considered for the most important position of international distinction for a woman in American history.

Principals at Washington

THE principals will have their Washington meeting February 22-24. The meetings will be at the Wardman Park Hotel.

The program will be attractive, inspiring and enlightening. It will be up-to-date in its treatment of secondary school problems.

There are eight principals, twenty-four university and college professionalists, and five people from Office of Education and National Education Association. Evidently the professionalists are popular with secondary school men, and it is equally evident that they welcome the opportunity to talk to those who are preparing students for academic and professional institutions.

This winter meeting will be the most thoroughly American education meeting ever held, and it will probably be the most representative of world interests of any meeting of the National Education Association.

Bird Pictures for Bird Study

THE National Association of Audubon Societies announces that through the generosity of its friends it is enabled to furnish large numbers of colored bird-pictures and leaflets to school teachers and pupils of the United States and Canada. These pictures are five-and-a-half by eight-and-a-half inches, all in natural colors.

The teacher may explain to the pupils that they are going to form a Junior Audubon Club and have a few lessons, from time to time, about some of the more common North American birds. Each child wishing to be enrolled should bring a fee of ten cents, and he will receive a set of six beautifully colored bird pictures made from original paintings by America's leading bird-artists. With each picture there also will be a leaflet written by well-known authorities on bird life.

The school that has a club of twenty-five or more receives free a year's subscription to Bird-Lore, which is the world's leading magazine devoted entirely to birds.

Nixon Waterman

By ALBERT E. WINSHIP

NIXON WATERMAN, author of a half-score of volumes, including "A Rose to the Living," is writing each month a page of "Current Comment in Verse," characterizing the vital situation in the daily doings of the world to Joe Mitchell Chapple's "Readers' Rapid Review," of which the following is a sample:—

"We must economize perforce,
We've got to do it, but
The other fellow's pay, of course,
Is the one that must be cut."

John Clair Minot, in the Boston Herald, has recently written in his best vein of the literary attainments and personal charm of Nixon Waterman. Mr. Minot's article was called into action because a Florida publisher, in his anthology claiming Nixon Waterman as a Floridian poet, printed several of his best productions as Florida creations.

It is true that Nixon Waterman, whom "The Nomad" of the Boston Transcript recently named as "the Poet Laureate of Massachusetts," spent some twenty winters in Florida, and incidentally bought Florida land at the right time, and sold it at the right time, which has assisted the muse in enabling him to live comfortably and write leisurely.

As a matter of fact Mr. Waterman was born in Illinois, won his fame on the lecture platform, when he and Opie Read, of Arkansas Traveler fame, put on one of the most attractive and profitable literary entertainments of the early '90's. For more than a quarter of a century he has been thoroughly Bostonese, writing verse and prose for magazines. He is one of the most popular platform men before all sorts of clubs, organizations and institutes. He has been editorially associated with several publishing firms from Omaha and Chicago to Boston, and there have been comparatively few weeks that some of his poetry has not been in action somewhere in this broad land.

It is interesting to note that Mr. Waterman is claimed as a "native" poet also by anthologists in Michigan, Illinois, Iowa, and Nebraska, which are among the states in which, as a young man, he did newspaper and literary work.

In commenting on the Herald's claim that Mr. Waterman belongs to Boston, the Journal, published in Canton, near which town Mr. Waterman has his summer home, "Fair Acres," says, in an article headed "Who Owns Nixon Waterman, Anyway?":—

"All this is very true and we readily admit that during the winter months Mr. Waterman sojourns in the big city, but for the biggest part of the year he lives in Canton, and is a registered voter in this town, and while, as the Herald says, 'he is as much a part of Boston as the Common or Bunker Hill Monument,' we claim that he is also as much a part of Canton as is the Ponkapoag Indian Reservation. We can claim that we in Canton bask more in the presence of this poet than do the people of Boston or Florida." In commenting on this controversy, Mr. Waterman was reminded of lines:—

"Seven wealthy towns contend for Homer dead,
Through which the living Homer begged his bread,"

and to which he promptly added this very practical couplet:—

Give me more bread for my poetic pains,
And less contention over the remains.

The Other Man

By Frank H. Gibson

Perhaps he sometimes slipped a bit—
Well, so have you.
Perhaps some things he ought to quit—
Well, so should you.
Perhaps he may have faltered—why,
Why, all men do, and so have I;
You must admit, unless you lie,
That so have you.

Perhaps if we would stop and think,
Both I and you,
When painting someone black as ink,
As some folks do,
Perhaps, if we would recollect,
Perfection we would not expect,
But just a man half-way correct,
Like me and you.

I'm just a man who's fairly good,
I'm just like you.
I've done some things I never should,
Perhaps, like you,
But, thank the Lord, I've sense to see
The rest of men with charity,
They're good enough if good as me—
Say, men like you.

—Kansas Teacher.

Belding's Page

Handling the Grieved Parent

PARENTS with a grievance are, to be sure, a fly in the ointment of the teacher's or principal's happiness.

Grievances can be kept down to a small number by reducing causes of grievances to a minimum.

It is well to encourage parents to bring in their complaints early. If pupils are at odds with the school, the sooner the school knows it the sooner matters can be set right.

Two things in particular are required to induce those timely complaints which nip trouble in the bud. One is—frequent and cordial invitations to parents to call and talk matters over. The other is—an attitude of sympathetic courtesy on the part of school officers toward the protesting parent. The visitor with a kick does not like to be treated as if he must be all wrong and the school entirely right. Some school officers are so perfectly smug that they only intensify the ill-will of the visitor who has presented his case against the school.

The wisest schoolmasters realize that most of the parents who enter with a chip on their shoulders can be turned into warm friends of the school, if handled skillfully. The main point is probably to go a little way in agreeing with them, admitting the justice of their position. Interest can be shown in the complaint and in the pupil. The visitor does not have to be snubbed or abused or made to feel himself utterly ignorant and incompetent to hold opinions on school affairs and procedures. If he is treated as an equal, not an inferior, he softens down. He listens to the school's viewpoint and the facts which had not been reported to him. If, then, the school shows a disposition to do everything in its power to improve the situation—and really goes through with its promise—the visit will have been turned to good account, enhancing the good name of the school and raising up friends where, for a time, enemies existed.

A Heritage from Religion

WE SOMETIMES forget the debt which American education owes to the intellectual idealism and material self-sacrifice of those religious denominations which founded academies and colleges in so large numbers a century or so gone by.

Many of these schools have passed out of sectarian control, and practically all of them serve a wide constituency in which are represented students of all faiths and of no faith—except the faith in education.

To be sure a good deal of the support of these institutions has been taken over by alumni, friends, and local communities. Hence the control may well be shared by others than the original religious groups.

Some of the institutions have remained private; others have become public—so far as actual ownership and direction are concerned. But in a very true sense all of them are ministering to the educational needs of the general public. These schools represent a splendid contribution by men and women of vision and altruism. The willingness of the various sects to broaden the scope of instruction, to employ teachers on the basis of scholarship and character instead of formal beliefs; and the liberality with which faculties and facilities have been put at the disposal of all worthy applicants—these developments reflect a nobler and finer generosity even than that of the founders themselves. Incidentally, these changes could not have occurred, had the old dogmatism and sectarian rivalry persisted through the years. Many religious folk may still wag their heads in sorrow over the lack of religious influence today in certain of the once religiously dominated schools. But nothing can remain static in a rapidly altering world such as this we live in.

No attempt is here made to assess the loss which the religious orders have sustained in the transfers and transformations of their schools. The gift to education is the point in mind. That gift has been exceedingly great.

Library Footnote: "Service Plus"

KEEN though good-natured rivalry exists between the main library of a certain town and one of its branches. Each group of librarians prides itself on the extent and quality of its service, and the resulting growth of patronage.

Shortly before Christmas the head of the branch library chanced to spy one of her customers, an elderly man, seated in the reading room of the main library. He was not reading. He was addressing Christmas cards. And one of the assistant librarians was seated at his elbow, looking up addresses for him in the telephone directory!

The branch librarians have been lying awake nights ever since, to devise some form of courtesy that will win back that former patron and prevent other defections.

Auson W. Belding

Associate Editor.

Problems *of* Personality

By GARRY CLEVELAND MYERS

Western Reserve University, Cleveland

Childish Things

SAINT PAUL said that he put away childish things when he became a man. No doubt he did, for he seems to have become a really grown-up personality.

We teachers are, of course, not saints. Certainly we have not put away all childish things. Some of us doubtless appear a little childish most of the time to the children whom we teach, and probably very childish occasionally, not only to them but to our adult fellows.

Now let us look at some childish traits which persist in us—to a large degree in some, to a small degree in others. When we were really children, say from three to nine, and found ourselves bested by a playmate and on that account felt hopelessly unable to compete on the usually accepted terms, we tried, perhaps, to get temporary relief by calling our victor ugly names, by saying something mean to him about his dress or person, or about his possessions or loved ones. Diligently did we seek for ways of disparaging his personal pride and honor and for ways to hurt his feelings. Occasionally when we were painfully out of sorts with the world in general we did ugly things and said ugly things to any other person who chanced to come along. Also we set values on things done in terms of how well we liked the doer.

If school children could testify, or rather when they do testify, they describe to one another things that teachers say and do that appear about as childish as anything these children witness on the playground.

At some of these childish things we teachers do pupils often laugh in great glee when with other pupils outside of school. To others they refer with emotions of obvious vexation and disgust. In the primary grades, of course, most pupils do not analyze the frailties of the teacher; but pupils of the upper grades and of the junior and senior high school certainly do. Nor do they need to be psychologists to recognize childishness in the behavior of a teacher.

Weary and nervous, the teacher's patience is severely tried by a pupil who does not measure up in some things she expected him to do well. Even though he did his best, a question from him may arouse in her strange remarks which would not have been forthcoming under any other conditions, as for instance: "Why do you ask such a silly question?" "A kindergarten child would know that." "If you would pay attention you would not be asking such questions." A certain high school teacher in a "trying" experience turned to an inquiring boy greatly over-weight with: "If you would use your brains more you might grow in the right direction."

Said an irate teacher to a group of girls in a physical education class: "Get your knees together there. I know you're bow-legged, but do the best you can." Another said to a boy of ten: "If you don't be careful there I'll show you how to straighten out some of those red curls of yours." "Now fall over yourself, Reynolds," said another, to a very awkward, timid boy of thirteen.

Many adolescent students and not a few college students readily say that how much the teacher likes or dislikes a student measures the kind of grade she assigns to him. With the growing emphasis upon objective tests such human variables ought to have less play. Nevertheless they operate more freely than we teachers are willing to admit.

Granted for argument that the teacher's feelings toward a pupil do not affect her conduct toward him at school nor the grade she gives him. Nevertheless, as long as so many pupils believe her feelings shape her attitude and conduct toward them, it remains a very serious problem. For the student, that is true which he thinks is true.

When we teachers carefully observe other adults and then try to get occasional glimpses of ourselves we come to one conclusion, that there are some grounds for the accusation against us by pupils. We have not entirely grown up; at least, we have not put away childish things.

Relics of "I don't like you," "I won't play with you," "Your father never could learn anything at school," not only linger in us in relation to pupils but also in relation to our professional associates. No better place to observe lingering "childish things" than in the attitudes and behavior of teachers toward one another; than in those same items in teachers in relation to principals and supervisors; and in supervisors and principals toward the superintendent and toward one another. Be this observed, however, there is a certain similarity of attitude and behavior in relation of pupil to teacher, teacher to supervisor, and supervisor to superintendent. The childish relic is that of bidding for mercy, attention and favor. When we look at relationships in the reverse—teacher to pupil, principal to teacher, etc., we find the kind of "childish things" discussed in the foregoing paragraphs.

As we look at these traits let us always keep in mind that they are motivated almost entirely unawares and that, moreover, unconsciously. They are a part of human striving "for a place under the sun," for superiority and for escape from feelings of inferiority. It is not a matter of being surprised at the frailties which we often see in others, but of becoming aware of the frailties of ourselves which we rarely see or "see through a glass but darkly." When we observe these phenomena in this fashion no one of us can take a "holier than thou" attitude. Although it may be safe to assume that some of us are more grown up than others of our age, that we do fewer childish things than others, who can be sure of where he really rates on the scale of "childish things"? I guess we had better let the matter go at that and invoke the charity of Him who said: "Let him that is without sin cast the first stone."

The Russian Experiment

By WILLIAM A. BALDWIN

Rhode Island College of Education, Providence

THE United States of Soviet Republics is a master hand at advertising. The eyes of the world are upon her five-year plan, four-year plan, three-year plan.

Many who have been skeptical are being convinced of several things, viz.:—

1. A brand new experiment is being tried on a grand scale.
2. Wonderful leadership is being exhibited by those in charge.
3. The *young* Russians are enthusiastically supporting the movement.
4. Phenomenal results have already been accomplished.
5. Such momentum has already been gained that this plan or a modified form of this plan seems likely to continue through the present generation.

While conceding the above to be true, I would like to point out a few fundamental weaknesses in the plan which will in my opinion eventually produce its downfall or its complete revision.

1. A fundamental claim of this plan is that it is *new*. All that has gone before must be disregarded or wiped off the sheet.

   In the plant world even Burbank, with all of his revolutionizing of plant life, was always obliged to start with a seed, a root or a bud, and to work with nature.

   The same has been true in animal husbandry. The same has been true in human development.

   The Russians are attempting to circumvent a great law of human development. They may improve, but they cannot eradicate the religious side of human life. And the same is true of family life, to mention only two illustrations.
2. In every civilized country the middle class makes up the backbone of the nation, and so is recognized and encouraged. In Russia this class seemed to be in the way of the plan, and so it has been wiped out in most drastic ways.
3. Personal initiative is discouraged, and if persisted in is severely punished by the confiscation of personal property or in extreme cases by loss of life itself.

   The accumulation of personal property is the greatest sin against this socialized plan.
4. With the early development of the human race the individual more and more emerged from the mass. The encouragement of each individual to become his best self has increasingly seemed to produce the best conditions for both individual and social development. The new plan substitutes communism for individualism.

To summarize:—

1. The leaders of this new movement for social betterment first put into the discard all of the lessons learned by humanity in the past. They ridicule and scoff at them.

   Note—Their highly colored poster representing The Last Supper as a drunken orgy fitly represents this attitude.
2. They next proceed to tear down their middle class which represents the best economic development of the nation.
3. They discourage personal initiative by forbidding the accumulation of personal property.
4. They crush out individuality by assigning every man to the work that must be done to carry out the plan rather than by encouraging him to do the kind of work for which he is best fitted.

The intoxication of youth and of youthful dreams of economic plenty may carry them far, but with sobering experiences must come disillusionment, disappointments, questionings, and eventually readjustments in line with the laws of human development.

Since the beginning of human history these laws have not changed, nor are they likely to change while man continues to abide upon this planet.

Integrating the Special Studies

By H. R. WALLIS
Superintendent, Blackfoot, Idaho

"Few teachers can be artists alike in teaching music, art, library, and rhythmics. Special talent, special interest, and special preparation in each of these activities are essential."

DEPARTMENTALIZED teaching can, and very often does, result in an over emphasis upon "subjects" to be mastered, facts to be learned and skills to be developed with no meaningful situations by which they may be maintained. It is the development of the whole child that concerns us and not his mental development alone. If our aim is to develop an harmoniously integrated individual in happy, successful and efficient living, then surely we need also to give attention to the development of the pupil's attitudes, ideals, appreciations, and emotions—the substance of which the "self" and personality consist. It is easy for teachers to give lip service to the principle that often the associate and concomitant learnings are more important than the primary learnings, yet ofttimes they do little or nothing about it.

However, few teachers can be artists alike in teaching music, art, library and rhythmics. Special talent, special interest and special preparation in each of these activities are essential. Blackfoot, Idaho, a town with a school population of 1,400 pupils, uses four special teachers, grades 4, 5, and 6, for the four subjects mentioned above. This is done with the same number of teachers as under the formal plan, with no added cost but, we believe, with considerable increased efficiency.

MUSIC

For thirty minutes each day the child is in an atmosphere where the central theme is music. The aim is not to develop a few talented performers, not to teach a classical art, not merely to teach some rote songs, not to teach appreciation through passive acquisition alone, not to teach sight reading as a disparate activity, and not to present a formalized program of graduated difficulties in technique. The aim is, rather, to organize the learning on an active basis, to offer opportunities for experiencing and creating, to teach appreciation through happy self-expression and to offer a central unit around which and within which the whole child may be unified in his present experiences. The aim is to develop and to give opportunities to express finer and nobler emotions, to offer exercise for the better feelings and to stimulate beautiful thought.

Creative music is a particular delight. Many songs have been written by the children. They used the Moother Goose characters, and, with the teacher's help, recorded the melody. Through this experience the child's knowledge of music notation was used to express his own creations, and there was brought to his consciousness a need for further knowledge and drill.

Integration—Carols and musical settings are learned in the music room; plays, pantomimes and pageants are worked out in the home room; appropriate dances are originated and practiced in the play room; costumes and posters are designed in the art room.

ART

Art in many schools has been, to a large extent, a reproductive process—imitative and formal. Gradated steps, graphic procedures, set rules and outlined drills of the textbooks gave the teacher her main inspiration for this field of teaching in which she was herself a novice. This leaves little place for pupil originality, individuality, spontaneity or self-expression.

The aim of the "artist teacher" of Art is to lead the pupil to a self-confidence as he draws, paints, moulds and constructs; to encourage him to express himself with crayon, pencil, brush and clay; to joyfully enlarge his imagination as he constructs and creates; and to develop his appreciation sincerely acquired through happy participation, rather than through entire reliance upon an extraneous dependence on what is considered beautiful or artistic.

The school should give consideration to the urge of all children to create. It should give them the environment in which to develop their creative powers. Art themes may be found in the child's own experience, environment and interests. Cover pages for notebooks, maps of studies in history and geography, themes for Thanksgiving, Christmas and other holidays, plays and pageants, things seen on an excursion, decorating costumes, cartoons and posters, decorating the schoolroom, modeling in clay, design in interior decorating suggest a few of the possibilities offered.

Have intellectual study, technique and drill a place in this program? Indeed they are essential.

There must be searching study and constant drill to secure mastery, but these come most surely as the child sees the need.

Integration—All the activities of the school are utilized to encourage the child's self-expression and creative powers. The art aspect of every subject, project or activity is made a purposeful activity in the Art room. The children paint or illustrate stories from reading or language work, draw cartoons to illustrate their current events notebooks and geography notebooks, and they draw, paint or model events from history studies.

HEALTH, HYGIENE AND PLAY

The central theme in the doctrine of the newer education is the continuous remaking of experience and growth through activity—growth towards behavior and personality as the goal. This demands a place for physical development and bodily expression. It suggests that poise, naturalness, grace and muscular control contribute to a more helpful state of mind; that real enjoyment results when one is freed from bodily inhibitions and repressions; that a knowledge of the laws of hygiene and health suffice only as they are incorporated in hygienic and healthful present living.

The teacher of the formal school finds little time or place for this work in an already crowded program of teaching "subjects." Moreover, for the effective handling of this program there is demanded a teacher with special aptitude, special training and special interest in it. It demands a definite place in the daily program. So, we dispense with recess periods and each group gets thirty minutes each day for this work in the play room.

The work of this department has a four-fold function:—

1. To secure physical correction and development.
2. To offer development of personality through rhythmics.
3. To promote healthful present living.
4. To correlate all the school activities in developing citizenship qualities.

In this room will be found:—

(a) Exercises in walking, skipping, running; rhythmic plays; folk dancing; interpretative dancing; original dances; pageants; festivals, fetes and plays.

(b) The Modern Health Crusade program; activities with a moral of cleanliness, healthfulness, contentment, cheerfulness; stories, poems and quotations pertinent to health and safety; National Safety program; and projects that have as their aim an understanding of cleanliness, clothing, rest, sleep, nutrition, tobacco, alcoholics, colds, ventilation, care of eyes, teeth, and ears, etc.

(c) Patriotism—display of the flag, pledge, code.
Thrift—money, time, energy, health.
Manners and morals—taught through projects.
Performance of duties—obedience, sympathy, etc.
Conduct—on the streets, roads, school bus, in the school, in the home, in the community.
Care of the building and playgrounds.
In the home—helpfulness, courtesy, happiness, service.
Lunch room—host and hostess, table etiquette. kind of lunch, etc.

Integration—This teacher's work includes the integration of all the child's school, social and citizenship activities and is built on the principle of learning through the actual experiences of his present school life. An activity starting in this room will touch every other room.

THE LIBRARY ROOM

While the library has its own particular work it is also the centre of service to the school. Its general scope is:—

1. To create high standards in literature; to make all children lovers of good books; to train children to read that which is worthwhile; to develop discrimination in reading.
2. To cultivate an inquiring mind; to supplement school studies and outside interests by the use of correlative material; to make children self-educative, eager to develop their abilities.
3. To get children to value and enjoy high and and noble thoughts through companionship with the great minds of noted authors.
4. To create tastes, habits and standards that will carry over to maturer years.
5. To teach children to use any library and library tools easily and effectively and to know where and how to find information as it is needed.
6. To make the library a centre of service to teachers and pupils, correlating with every branch of work and every line of interest, school and personal.

Integration—The library correlates with every department of the school. Any teacher may assign reference or research material that the child may read either during class period or outside regular school time. The library is a place where all the school's informational reading can be kept, thus making it easily accessible to the entire school. Instead of grading books and setting them aside for use in a certain grade, they are made available for the class interested in the subject or project. A project or activity may start in the library and touch every other room of the pupil.

There will probably never be a program, project or activity presented by the school in which the library has not a part.

"My Country, 'Tis of Thee"

1832-1932

By A. G. BALCOM

Assistant Superintendent, Newark, New Jersey

The author has assembled these facts in the hope that the one-hundredth anniversary of the writing of Dr. Smith's poem "America" may be suitably observed in schools, churches and patriotic organizations during this year.

THIS song, sometimes called "America," and sometimes "My Country, 'Tis of Thee," is close to the heart of the American people. It has never been acepted by our government as a national hymn, but it was early adopted by the people as their national patriotic song, a tribute to its worth, poetically and musically. The melody fairly begs to be sung; it has an easy range for all types of voices. Before it was brought here, it was employed extensively in European countries (England, Belgium, Germany and Russia) for voicing patriotic sentiments. The origin of the melody is in doubt, though it is sometimes ascribed to Henry Carey of England, the author of "Sally in Our Alley."

The poem, written by Samuel Francis Smith, in February, 1832, is lofty in sentiment. It breathes the love of nature, devotion to country, and the guidance of and dependence upon God. The popularity of "America" has grown with the years. The custom is becoming general for American audiences to sing it standing and with bared heads. This is a beautiful and fitting recognition of the honor due our beloved land; also the reverence due to God, who has so signally showered upon it His choicest blessing.

It is apparent to those who have given thought to the song that it is a happy union of words and music —that is, the melody fits the words perfectly in cadence, accent and meter.

The climax of each stanza is in the fourth and fifth lines. This corresponds to the climax of the melody where the sweeping tones of the highest notes occur.

Dr. Holmes, in speaking of the poem, said: "If Smith had written 'Our Country' the hymn would not have been immortal, but that 'My' was a master stroke. Everyone who sings the hymn at once feels a personal ownership in his native land."

HOW IT CAME TO BE WRITTEN

In a handsome souvenir program, distributed to honor Dr. Smith, April 3, 1895, in Music Hall, Boston, this account is given:—

"In the year 1831 William C. Woodbridge, of New York, a noted educator, was deputed to visit Germany and inspect the system of the public schools, that if he should find in them any features of interest unknown to our public schools here, they might be adopted in the schools of the United States. He found that in the German schools much attention was given to music; he also found many books containing music and songs for children. Returning home, he brought several of these music books, and placed them in the hands of Lowell Mason, then a noted composer, organist and choir leader. Having himself no knowledge of the German language, Mr. Mason brought them to me at Andover, where I was then studying theology, requesting me, as I should find time, to furnish him translations of the German words, or to write new hymns and songs adapted to the German music.

"On a dismal day in February, 1832, looking over one of these books, my attention was drawn to a tune which attracted me by its simple and natural movement and its fitness for children's choirs.

"Glancing at the German words at the foot of the page, I saw that they were patriotic, and I was instantly inspired to write a patriotic hymn of my own.

"Seizing a scrap of waste paper, I began to write, and in half-an-hour I think the words stood upon it substantially as they are sung today. I did not know at the time that the tune was the British 'God Save the King.' I do not share the regret of those who deem it an evil that the national tune of Britain and America is the same. On the contrary, I deem it a new and beautiful tie of union between the mother and the daughter, one furnishing the music (if indeed it is really English) and the other the words.

"I did not propose to write a national hymn. I did not think that I had done so. I laid the song aside, and nearly forgot that I had made it. Some weeks later I sent it to Mr. Mason, and on the following fourth of July, much to my surprise, he brought it out at a children's celebration, where it was first sung in public."

WHAT MANNER OF MAN WAS SAMUEL FRANCIS SMITH

In a letter dated "Newton Centre, Mass., November 7, 1894," Dr. Smith sent a friend the following sketch of his life:—

"S. F. Smith was born in Boston, October 21, 1808. He studied at the Boston Latin School, graduated from Harvard College in 1829, and from Andover Theological Seminary in 1832. He spent a year in editorial labors in Boston. In 1834 he was ordained in Waterville, Maine, pastor of the First Baptist Church. At the same time he commenced as professor of modern languages in Waterville College, now Colby University. He held this double office eight years.

"In January, 1842, he removed to Newton, Mass., and became pastor of the First Baptist Church. He held that office for twelve and a half years. Also, in January, 1842, he became editor of the Christian Review, a quarterly published in Boston, and continued in this position seven years. He then became editorial secretary of the American Baptist Missionary Union for fifteen years and also the permanent supply of two feeble churches.

"In 1875 he visited Europe and traveled a year. Again in 1880-1882 he visited Europe and Asia for a little over two years, surveying missions of all denominations in Asia and Europe.

"Have written poetry from my childhood. I have on hand now more than a hundred hymns, besides numerous other compositions."

THE HONOR THAT CAME TO DR. SMITH

On the third of April, 1895, a great celebration was held in Music Hall, Boston, in honor of Dr. Smith, and about five thousand people attended the afternoon and evening exercises, the afternoon service being especially for children. Dr. Smith was the central figure at each meeting. It was a picturesques scene and one well calculated to stir the hearts of the thousands who beheld it. In response to an address by Governor F. T. Greenhalge, Dr. Smith said:—

"I have no words to express the gratification given me by the fact that you have taken my poor little waif—which I thought so little—and made of it a national hymn. When I think of the circumstances under which it has been sung—in children's schools, in war meetings, on battlefields, in camp grounds and in hospitals—when I think of the spirit of patriotism which I hope has been nurtured by means of it, I feel that you have done a wonderful work. I feel that you have done me and yourselves a service in thus teaching patriotism to the children and to the men and women of the country."

In Boston, in July, 1895, eleven thousand Christian Endeavorers gave Dr. Smith a royal ovation when he appeared before them.

THIS poem has lived a hundred years and has grown in popularity with the passing of time. Should we not give more attention to the poetry of songs we sing? In the case of "My Country, 'Tis of Thee," it is the poem, or words, that give character and significance to the song. Let us see to it that the songs we teach in school have a setting of good poetry, and that our better patriotic songs and folk songs be memorized.

What do we find in the life of Samuel Francis Smith worthy of emulation? His words were a benediction to all who came in contact with him. There was none of the self-advertising and flummery about him which capture popular imagination so often nowadays. His life was a busy one and exceeded the Biblical span of four-score years. He became familiar with fifteen languages and was engaged in the study of Russian the last year of his life. He died while en route to a preaching engagement. He had no thought that this poem would ever receive the publicity that came to it. His life illustrates the truth of the beatitude: "Blessed are the meek, for they shall inherit the earth."

Sources of information drawn upon and hereby acknowledged are "A Treasure of Hymns," by Amos R. Wells, and "Famous Hymns of the World," by Allan Sutherland.

Success

By C. C. Cameron

Genius, that power which dazzles mortal eyes,
Is oft but perseverance in disguise;
Continuous effort of itself implies,
In spite of countless falls, the power to rise.

'Twixt failure and success the point's so fine,
Men sometimes know not when they touch the line;
Just when the pearl is waiting one more plunge,
How many a struggler has thrown up the sponge!

As the tide goes clear out it comes clear in;
In business 'tis at turns, the wisest win;
And, oh, how true when shades of doubt dismay
"'Tis often darkest just before the day."

A little more persistence, courage, vim,
Success will dawn o'er failure's cloudy rim.
Then take this honey for the bitterest cup;
There is no failure, save in giving up,

No real fall, so long as one still tries,
For seeming set-backs make the strong man wise.
There's no defeat, in truth, save from within;
Unless you're beaten there, you're bound to win.

—Exchange.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Dangerous Paths

IN THEIR enthusiasm it may happen at times that teachers are led through dangerous bypaths in character education. The dominant thought in almost any teacher's mind is achievement. This is natural in the first place, since she is human and wishes to see results, and is acquired in the second place because every examination, every rating card, every teacher conference, tends to elevate the thought of achievement to a place of commanding dignity, and yet there are many things in the teaching world of more value than any sort of achievement which can be subjected to any objective test.

The sooner the educational world appreciates that books and pencils, and teachers, and janitors, and school principals, and buildings, and school committees are mere accessories, mere transient tools in a mighty cause whose output is so intangible and so immeasurable that the mind of man will never acquire the means of properly evaluating it, the better for the growing child and the world that is to be.

We often lose sight of this intangible output issuing unseen and uninspected from the long grind of our daily standardizations. There are certain things that affect this invisible output in a more pronounced manner than one is led to suspect who has not delved below the surface in imagination and caught a vision of this inexpressibly beautiful thing passing like a wraith each day before our unseeing eyes.

As the clumsy fingers of the visible teacher manipulate the tools that join together a rather creaky intellectual framework, the invisible output takes shape and form of itself under other hands.

It is the purpose of this conference to attract attention to some of the subtle ways in which this output is affected almost as a byproduct of the regular school routine. Let us imagine, for instance, a situation where a well-meaning teacher has developed a thriving club. In order to give the children knowledge in Parliamentary procedure, she holds an election and one, two, or three children are chosen to hold important positions, sometimes positions that have in keeping the welfare of the other members of the club. It is readily to be seen that a spirit of exaltation takes hold of the chosen few. What happens unseen in the souls of those who have been rejected? It may often happen, as it does in life, that the chosen few are not the real choices, that influences and conditions have combined to give them a place of preference which does not really belong to them. In such cases what happens to them, and more especially what happens again in the souls of those rejected?

This is not a plea against the formation of clubs, for such devices, handled in a judicious manner, may be largely freed from those elements of deceit, jealousy, envy and backbiting, and petty bickering that may very easily become part and parcel, with all their reverse character-training implications, of any badly managed club. It has been my experience that this club question, unless very carefully guarded, may do infinitely more harm than good from the standpoint of character development.

Let us take another instance. We teachers are human. We wish to show appreciation of the child who is amenable to discipline, and who in every way conforms to our high standards. We are tempted to favor that child and let him run errands, sometimes to give him a place by our side, and to extend to him in a dozen ways a comradeship from which we exclude the others. Beside the very positive danger of warping this child's proper appreciation of himself, we subject him to a very natural and yet very potent adverse scrutiny of the remainder of the class, most members of which are extremely jealous of the teacher's attention. I think I cannot over-emphasize this matter of jealousy of the teacher's attention. It has been my experience that it affects all children about equally, the good, the bad and the indifferent. Denied it, the spiritual output, about which we have already spoken, suffers serious deterioration. Where it is given to another in excess, it tends to build up attitudes of mind and emotion which are the very reverse of character developing.

Question—Do you mean that the teacher is not to reward the good child by the showing of proper appreciation?

Answer—Whenever the good child exhibits an *act* of good citizenship he is entitled to appreciation and such should be given him generously. This does not mean that he should be singled out for a continuous series of appreciations flowing from his general good conduct. On the other hand a little judicious application of appreciation, intelligently bestowed on every other member of the class at frequent intervals, will establish a feeling of justice in the

minds of the children which will give the personality of the teacher a tremendous character-training advantage.

In closing, let me add that over-emphasis of the value of marks, the importance of 100 per cent. attendance or any other high goal, tends to develop in certain children attitudes of deceit and evasion. Children have been known to steal silk stockings in order to appear well dressed where too much emphasis has been placed upon the personal appearance of the class. They have been known to neglect important home duties in order to keep from breaking into 100 per cent attendance marks. They have been known to steal money in order to maintain a high banking record.

All these things constitute dangerous roads to character development, and a teacher should be well apprised of the danger so that she may take every precaution to minimize it.

Study the following story:—

TEACHER'S PET

From The Egan Monthly Service in Character Training. Copyright.

Phil was big and husky, with the clear blue eye and the flaxen hair of a Viking. He was a Viking, too, at least the descendant of one.

He had been in the Fordyce School no more than two months, and yet things had begun to happen. In the first place his radiant smile had caught the teacher's fancy. Miss Clawson warmed to that cheery smile from the first moment of his entry into his class. It was so open and free and full of good will.

In the second place, Phil was capable. He had plenty of brains behind that high, white forehead, and he knew how to use them. Without apparent hardship he forged to the front in every subject but mathematics.

In the third place, Phil was generous. Miss Clawson had but to express a wish, and Phil sprang to fulfill it while the others still strove to understand it.

Of course the inevitable happened. Phil dominated the whole class. He answered the hard questions. He opened and closed the windows. He did the difficult errands. He even helped correct a set of examination papers, and this last recognition of his leadership led to the most unhappy consequences.

"What right have you," asked Ted Morely, "to correct *my* paper and give *me* a mark?"

Phil smiled. "Honest, Ted," he said, "I marked you fairly, didn't I?"

"Maybe you did!" admitted Ted, "but what *right* did you have even to look at my paper?"

"Didn't you hear Miss Clawson *ask* me to?" demanded Phil.

"Yeah! I heard her, and what right has *she* to show you my paper?"

"I don't know," said Phil, "but she's the teacher, isn't she?"

"Yeah! and a hot teacher," said Ted. "Picking *you* out for her special pet."

Several boys, who had gathered about, snickered.

"Teacher's pet," ran in a low whisper that did not escape Phil's ears.

"Say," he cried, with a touch of anger. "You can't call *me* teacher's pet because I'm *not*."

"Well, I say you are," shouted Ted, "and I'm going to show you right now that you can't get away with that stuff in this school."

In the fight that followed Phil easily won the victory. When he finally released Ted, that youngster slunk away vowing vengeance under another form.

The next day Phil sat glum and unhappy at his desk. He was uncomfortable. He wished his desk were back in the rear instead of right there where Miss Clawson could see him all the time. He wished that he were not in school at all. When he was slow to erase the board and did not volunteer to hang a new flower basket, Miss Clawson was disturbed, but when he failed in one lesson after another she grew worried.

"Phil," she said, "what *is* the matter?"

"Nothing!" he insisted. "Nothing! Nothing! Nothing!"

The next day Phil was not in his seat.

"I saw him down at Jasper's mill," said Emily Dodge. "He said he was going to work."

Three weeks later Phil returned to school. Mr. Appleton, the principal, met him as he entered the office.

"It's all right, Phil," he said. "You are to go into Miss Porter's room. I'm sure things will be all right in there."

Phil glanced at Mr. Appleton.

"I don't know," he said. "Maybe— I guess I can't act natural any place any more. Maybe it's better not to know too much and not to be too willing to help. I guess you don't understand, Mr. Appleton."

"I guess I do," said the principal. "You're in a tight box, I know, with everyone watching you, but, I'll tell you what to do. You organize the other boys and girls; make *them* admit your leadership, make *them* glad to serve under you; you can do it. You have the personal force and power."

Today Phil is a big civil engineer. He often laughs as he tells how nearly a teacher's well-meant appreciation came to ruining his whole career.

TEACHERS, GRADE 4-8 INCLUSIVE

If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

BOOK TABLE

AMERICA'S STORY FOR AMERICA'S CHILDREN. Eight books. By Clarence H. Knowlton, Gertrude L. Stone, M. Grace Fickett. Cloth. About 200 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

These eight interesting books for classroom reading are rewritten from books by one or more of these authors. Each book fitted a special place in American history. They are now republished, and rewritten so far as is necessary to adapt them to present interest in the period that it covers.

These books have the same charm for boys and girls that they had when they were national favorites, but everything that has lost interest historically has been eliminated, and there have been occasional insertions, especially events of human interest that have developed from special interests or biographical revelations.

THE HOUSE ON THE HILL. By Bertha Clark. Illustrated by Gertrude H. Howe. Cloth. Boston: Little, Brown, and Company.

This is a School Reader with many personalities, all interesting. There are many boys and girls. They have experiences on the farm and at school. They have several ways to go to school. They have horses, colts, cows, cats and dogs, and a variety of poultry.

We can think of nothing that could have been added to this book to increase the interest of boys and girls. The author and illustrator seem to have exhausted the list of fun-provoking and scare-exciting experiences.

TRANSCRIPTION DRILLS. By J. Walter Ross, Pittsburgh, Pennsylvania. Cloth. New York, Chicago, San Francisco, Boston, Toronto: The Gregg Publishing Company.

Like everything published by this company this book is planned to secure absolute ease, accuracy and speed. This book finds a possible and probable serious defect as every dictator to a stenographer appreciates. There is abundant practice provided to assure a remedy for the defect.

WEBSTER'S COLLEGIATE DICTIONARY. Copyrighted 1931. Thin paper Edition de Luxe. The largest Abridgment of Webster's New International Dictionary. 1700 Illustrations. Springfield, Mass: G. and C. Merriam Company.

The G. and C. Merriam Company have celebrated their one-hundredth anniversary with the publication of the Fourth Edition of the Merriam Series.

It is a thin paper de luxe edition with new features. It is the latest word in dictionary making. It is the greatest possible memorial to their century of devotion to the promotion of correct, easy, natural use of the English language in speech and writing.

CURSO PRACTICO DE ESPAÑOL PARA PRINCIPIANTES (1915 Edition). By G. Cherubini, A. M., Head of the Department of French and Spanish, East Technical High School, Cleveland, and Vesta E. Condon, B. L., Department of Spanish, East High School, Cleveland, Ohio. Philadelphia: The John C. Winston Company.

This volume combines physical attractiveness with sound principles of modern language instruction. Traditional ideas of handing out grammar in heavy doses have been set aside in favor of utility. What does the learner need to know to enable him to understand and use the Spanish language? This has been the question in the minds of the authors in making this excellent revision of a well-known text. New points are introduced gradually and the student is given considerable drill on the leading rules before others are introduced which might cause confusion. There is full recognition of the importance of oral practice. Vocabulary has been chosen with care that it be closely related to the English words commonly employed by the pupil of secondary school age. Maps and illustrations are plentifully supplied.

"Curso Practico" is a distinct contribution to the art of teaching Spanish, and accordingly deserves a place among other Winston books of merit.

WHOLESOME LIVING SERIES. By Jesse Feiring Williams, M. D., Teachers College, Columbia University, and Teressa Dansdill, State University, North Carolina.

HEALTH AND HAPPINESS,
HEALTH AND SERVICE,
HEALTH AND IDEALS,
TEACHERS' MANUAL.

Chicago, New York, Boston: Benjamin H. Sanborn & Company.

Each of the various series of school textbooks on health and hygiene has its special approach or its peculiar trait of emphasis. This "Wholesome Living Series" magnifies repetition of facts and advice from various angles by the teacher, by the practice of the children, by illustrations and by records of the children.

There is no possibility of any one in any class escaping any vital information or neglecting any attention to "wholesome living." Uniform and universal healthful and hygienic home practices everyday are guaranteed by the school use of the "Wholesome Living Series."

HIGH LIGHTS ON HYMNISTS AND THEIR HYMNS. By Caroline Leonard Goodenough. Published by the author, Rochester, Massachusetts.

The new civilization is doing two things wonderfully well. In the first place, it is appreciating childhood and youth more than ever before. The new civilization demands new opportunities for everybody from the cradle to the coffin. Secondly, the new civilization gives an entirely new setting for religious institutions and church activities. It gives more character to public devotion and a richer personality to the religious attainments of those whose achievements are playing a vital part in the church today and tomorrow. Mrs. Caroline Leonard Goodenough, the author of this unusual book, has had a rare opportunity to enjoy the writing of religious leaders of three hundred years and has had the relative leisure to familiarize herself with the evolution of devotion, has had the inspiration of collegiate life with scholarly associations and the ennobling spirit of missonary devotion.

"High Lights on Hymnists and their Hymns" puts into eleven chapters and 500 pages the story of the Patristic Hymnists, the Medieval hymnists, British hymnists for three hundred years and American hymnists, both men and women, most of whose hymns have played a significant part in the last century.

It was not easy for the American churches to break loose from British Hymnology. Perhaps the greatest service that Mrs. Goodenough has rendered has been the 200 pages, about one-third of the book, that attempts to magnify the American Hymnists. One of the features of this book that greatly enhances its value is the bibliographical sketches of practically all the hymnists.

Every library, public, scholastic or religious, should have this book on its shelves.

Books Received

"Teaching Composition in High School." By Lucia B. Mercielees. Chicago, Illinois: Harcourt, Brace and Company.

Personal and Professional

CHARLES F. POWLISON, National Child Welfare Association, 70 Fifth Avenue, New York City, has developed leadership of youth in this decade until there are appoximately a quarter of a million enrolled in its chief activity, the Knighthood of Youth. Dr. Powlison is a devoted and skillful organizer of leaders for such work as this.

He has several eminent men and women associated with John H. Finley, president, among whom are George A. Plimpton, Albert Shaw, Otis W. Caldwell, Francis W. Kirkham, Mrs. Helen Hartley Jenkins, et al.

ALINA M. LINDERGREN, recently added to the Office of Education with Commissioner William John Cooper, will devote her time primarily to acquainting American school people with the efficiency of Western school systems. She has had the department of medieval and European history in the Wisconsin State Teachers College at Superior.

CHARLES L. AMES, Hartford, Connecticut, is an important "New England institution." He celebrated his eighty-fourth birthday on November 9 as the active principal of the Brown elementary school, one of the largest schools of the city.

When he was seventy years of age there was no suggestion of his retirement. It was said that any such suggestion would be resented by the entire district.

A local Hartford situation made his retention possible. The city schools are in districts, and not under city unified domination. Each district has legal authority in its affairs.

There have been several attempts to unify the districts, but the fact that it would necessitate the retirement of Principal Ames because of age has been an insurmountable obstacle to the success of the movement.

ARTHUR S. SOMERS, who died on Sunday morning, January 3, had been a vital factor in city affairs, notably in public education, for forty years. His home had been in Brooklyn, and his leadership in that city gave him high rank when the city became a significant factor in Greater New York. He was often on the Board of Education, both in Brooklyn and in New York, sometimes being the president of the board.

Mr. Somers was only sixty-five years of age, and was active in public life and private life until four weeks ago.

Mr. Somers has always been a sanely progressive leader, with the ardent support of friends of education. No one has rendered a more distinguished service to public education for forty years.

It was a joy to know him personally and to be associated with him in professional activities.

Concerning Our Graduates

¶ Employed in 29 states and 14 foreign countries.

¶ Representatives from nationally known corporations engaged in manufacturing, banking, public service, chain-store retailing, etc., call at the school each year, beginning in February, for the purpose of selecting men from the senior class to develop in their organizations, services to begin after graduation in June.

¶ A canvass of our graduates in the spring of 1931, for the purpose of ascertaining the kinds of positions held by them, disclosed that 607 held positions at salaries ranging from $2,500 to $12,000 a year, classified as follows:

General managers, treasurers, and firm members	50
Engaged in public accounting practice on their own account	44
Comptrollers, credit managers, and branch managers	28
Engaged in public accounting as seniors	65
Resident auditors and traveling auditors	63
Assistant treasurers, assistant comptrollers, etc.	45
Office managers, accountants, and statisticians	191
Cost accountants	15
Income tax work	18
Engaged in educational work	30
Buyers, collection managers, merchandise managers, etc.	58

(*The* BENTLEY SCHOOL *was started in* 1917 *with* 29 *students. The enrollment last year was* 2,711. *The enrollment for this year will be published after mid-year.*)

CATALOG MAILED ON REQUEST

The BENTLEY SCHOOL *of* ACCOUNTING & FINANCE

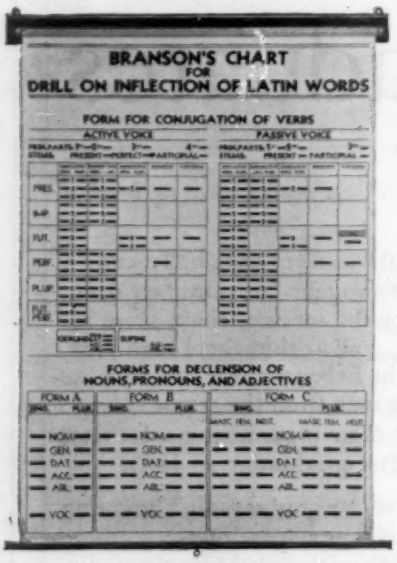
921 Boylston Street · *Boston, Massachusetts*

H. C. BENTLEY, C.P.A., *President*

EQUIPMENT NOTES

Latin Drill Charts

Strangely enough very little use has hitherto been made of wall charts in the teaching of Latin. Branson's Chart for Drill on Inflection of Latin Words is now on the market. The purpose of


BRANSON'S CHART
FOR
DRILL ON INFLECTION OF LATIN WORDS

FORM FOR CONJUGATION OF VERBS

ACTIVE VOICE | PASSIVE VOICE

FORMS FOR DECLENSION OF NOUNS, PRONOUNS, AND ADJECTIVES

FORM A | FORM B | FORM C

the chart is to supply the skeleton or framework for the inflection of verbs, nouns, pronouns and adjectives. In either the wall form, mounted like a map, or in the small facsimiles for desk use, the chart is an aid to the rapid drilling of forms. Rand, McNally and Company, 536 South Clark Street, Chicago, are the producers of these up-to-date aids to Latin teaching.

Super-Size Crayons

For flexible, free-hand drawing in color, with bold expression, a poster crayon of extra large size has been developed by the Standard Crayon Manufacturing Company, Danvers, Mass.

These crayons are four inches in length by one inch in diameter, and come in a wide assortment of colors—strong and vivid for contrasts, and more delicately tinted in pastel shades. The advantages of these giant crayons for the creation of scenic backgrounds and the general run of poster work will be obvious to all who are interested in art instruction.

Teaching Deaf With "Talkies"

Ohio State University has been conducting interesting experiments with "silent talkies," according to the Bell & Howell Motion Picture News Service. Under the direction of Dr. G. Oscar Russell, chief of that institution's phonetics laboratories, Miss Marie Mason has been working with talking pictures especially designed to give increased lip reading facility to those of defective hearing.

Dr. Russell states that practically one-tenth of all college students in this country and Europe are afflicted with hearing difficulties severe enough to result in failures in their studies. Through the introduction of the talkie visual hearing instruction method at Ohio State, student academic failures due to defective hearing have been measurably decreased.

Portable Phonograph

A high point in phonograph making has been reached in the Viva-tonal Columbia Portable No. 163, which combines beauty of design, fullness and accuracy of tone, and compactness in surprising degree. With one of these magical affairs at hand, a practically unlimited field of musical compositions and performances will be available at all times.

Another Columbia offering, of interest wherever amateur dramatics are attempted, is a set of ten double-faced records giving a variety of sound effects—from fire engines to airplanes and from wedding bells to thunder storms. Circulars will be supplied by Columbia Phonograph Company, 55 Fifth avenue, New York City.

Efficient Furniture

No feature of school equipment has made greater strides in its development in modern times than have the school desk and seat. The schoolroom furniture of today is in harmony with the school teaching of today. In both, the needs and rights of the child are receiving an amount of thoughtful consideration which was rarely practiced a generation ago.

The Adjusto-Posture Chairs and Tables for the Classroom which are announced by E. H. Sheldon and Company, of Muskegon, Michigan, are interestingly typical of the best that is available in this era of school furnishing excellence.

Handsomely designed and ruggedly constructed to withstand long usage, the Sheldon Adjusto-Posture Chair-Table in its wide variety of sizes admirably meets the requirements of every grade from kindergarten through the high school.

Students of art and other special subjects can be accommodated with the aid of table tops expressly adapted for their convenience.

Sound Pictures

A catalog of 16mm. sound pictures available through the Filmo Library has just been issued by the Library Division of the Bell & Howell Company, Chicago. Approximately 500 subjects are listed.

Many persons will be surprised to learn that so large a number of such sound films are available.

The subjects listed in the catalog cover a wide range.

New Writing Machine

The logical step in the modern development of typewriters has now been taken, according to the announcement of L. C. Smith & Corona Typewriters Inc., in introducing the Sterling Model Smith-Corona.

It has been designed as a machine that is more than just another portable. It embodies features and qualities of sturdiness, speed and easy operation heretofore found only in large machines, and yet it remains so light and compact that it is easily and conveniently carried.

A new and attractive combination carrying case and week-end bag is supplied with the Smith-Corona.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, January 18

11.00 A. M. Musical Alphabet.
2.00 P. M. Library of Congress—Chamber Music.
2.30 P. M. American School of the Air, "The Monroe Doctrine" (History Drama).
6.00 P. M. Current Events—H. V. Kaltenborn.
11.15 P. M. Toscha Siedel, Violinist with Concert Orchestra.

Tuesday, January 19

2.30 P. M. American School of the Air, "The Changed Map of Central Europe" (Geography and Music).
3.30 P. M. Musical Americana.
5.45 P. M. "Bill Schudt's Going to Press."
7.30 P M. Kaltenborn Edits the News.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, January 20

2.30 P. M. American School of the Air, "The Nurnberg Stove." (Literature Drama).
11.15 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Thursday, January 21

11.45 A. M. Senator Robert F. Wagner, "Life Insurance Day in National Thrift Week."
2.30 P. M. American School of the Air, Form in Music (Intermediate Music). "The Ball on Which We Live" (Elementary Science).
7.30 P. M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child."
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Friday, January 22

2.30 P. M. American School of the Air, "Salesmanship," Alfred Fuller, President, Fuller Brush Company (Vocational Guidance).
3.45 P. M. Columbia Educational Features, Lieut. Commander R. R. Lukens, "Oddities of the Ocean." From Washington, D. C.
4.45 P. M. Curtis Institute of Music Program.
8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, January 23

10.00 A. M. Jewish Art Program.
11.00 A. M. New York Philharmonic Symphony Society Children's and Young People's Concerts, Ernest Schelling, Conductor.
12.45 P. M. Wingate Athletic Program.
7.00 P. M. The Political Situation in Washington Tonight, Frederic William Wile.
10.00 P. M. National Radio Forum from Washington, D. C.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, January 18

9.00 A. M. Le Trio Charmante, direction of George Dilworth, WEAF.
10.00 A. M. U. S. Navy Band, WJZ.
12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.
2.00 P. M. Health Talks, WEAF.
2.30 P. M. Thrift Week Series, Adolph Lewisohn, J. Robert Stout, WJZ.
3.00 P. M. U. S. Marine Band, WJZ.
4.00 P. M Emily Post, WJZ.
6.45 P. M. Topics in Brief, Lowell Thomas, WJZ.
8.00 P. M. Early American history dramatized, WEAF.
9.30 P. M. Parade of the States, Erno Rapee and his orchestra, WEAF.

Tuesday, January 19

9.00 A. M. Morning Glee Club, directed by Keith McLeod, WEAF.
10.00 A. M. High School Band and Orchestra, WJZ.
10.15 A. M. "The Raven," Anniversary of Poe's birthday, January 19, 1809, WJZ.
11.00 A. M. Children's Bureau, WEAF.
12.15 P. M. The Real George Washington, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.30 P. M. Poetry Program, P. W. T. Ross, WJZ.
2.45 P. M. Thrift Week, Talk by Professor J. N. Andrews of N. Y. U. "Budgets," WEAF.
3.00 P. M. Music in the Air, WJZ.
4.00 P. M. Magic of Speech, by Vida R. Sutton, WEAF.
4.30 P. M. Spotlights in Drama and Literature, Montrose J. Moses, WJZ.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.45 P. M. Back of the News, by William Hard, WJZ.
9.30 P. M. Great Personalities, delineated by Frazier Hunt, WJZ.

Wednesday, January 20

9.00 A. M. Morning Glee Club, WEAF.
12.15 P. M. The Real George Washington, WEAF.
3.15 P. M. Cause and Cure of Wars, Mrs. Henry G. Leach, WJZ.
4.30 P. M. Eastman School Chamber Music, WJZ.
6.00 P. M. Music Treasure Box, Pierre V. R. Key, WJZ.
10.15 P. M. The Tune Detective, Dr. Sigmund Spaeth, WJZ.

Thursday, January 21

9.00 A. M. Morning Glee Club, WEAF.
12.15 P. M. The Real George Washington, WEAF.
3.15 P. M. Prominent Authors, interview with Henry F. Pringle, WJZ.
4.00 P. M. Salon Singers, WEAF.
4.15 P. M. U. S. Navy Band, WJZ.
6.30 P. M. The World Today, by James G. McDonald, WEAF.
7.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.45 P. M. Famous Fallacies of Business, by Merle Thorpe, WJZ.
9.00 P. M. Dramatic Musicale, WEAF.

Friday, January 22

9.00 A. M. Melodic Gems, WEAF.
11.00 A. M. NBC Music Appreciation Hour, WEAF and WJZ.
12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.00 P. M. U. S. Army Band, WEAF.

(Continued on page 75)

NEWS OF EDUCATION

Nation Spends $3,200,000,000 on Schools

Office of Education Reports That Nearly Thirty Million Persons Were Enrolled in Educational Institutions

WASHINGTON.—Nearly 30,000,000 persons were attending school in the United States in 1931, the Federal Office of Education has announced. The nation's expenditures for education during the year were estimated at $3,200,000,000.

There were approximately 21,211,325 enrolled in public elementary schools, 4,354,815 in public high schools, and 1,099,468 in institutions of higher learning. Private and parochial schools, both elementary and secondary, enrolled about 2,700,000 pupils. There were estimated to be 1,029,000 teachers for the 30,000,000 students.

The 1931 elementary school enrollment was about 159,000 less than for 1930. High school enrollment, however, jumped from 4,030,000 in 1930 to 4,354,815 in 1931. Because of a decrease in the number of children in the United States under five years of age, there will be appreciable decreases in first-grade enrollments within the next ten years, officials believe, unless the trend stops. In 1930 there were 128,840 fewer children under five than in 1920.

Forward steps in the educational field enumerated include the completion of the report of the National Advisory Committee on Education, launching of the national survey of school finance, and progress in the national survey of secondary education, the survey of Negro education, and the national survey of the education of teachers.

Enrollment in vocational schools and courses during 1931 totaled approximately 1,125,000 pupils of all ages in evening, part-time and all-day schools, according to the federal board for vocational education. The total increase in enrollment for 1931 over 1930 in this type of school exceeded 60,000. From 1918 to 1931 enrollment in all vocational schools federally aided has shown a rise from approximately 164,186 to 1,055,370.

There are in the states having separate school systems, 3,326,482 Negro children of school age. Thirty-two per cent, or more than 1,000,000 of these are not in school. Of those enrolled more than one-third are in the first grade and 74 per cent. below the fifth grade. Only 3.7 per cent of the total are in high schools.

Sees New Era In Schools

SYRACUSE, N. Y.—The public school program of New York State is entering a new era, in which the emphasis is being shifted from the subject to the child, according to Dr. J. Cayce Morrison of Albany, assistant Commissioner for Elementary Education. The elementary school objectives for the state have been completely changed, Dr. Morrison said, and the old rigid formalism is gradually giving way to a new flexibility. "They are learning through doing," Dr. Morrison added, describing projects that are being carried on in schools ranging from child-written and child-performed school plays and models of feudal castles to a hive of bees.

Montana Drought Fills the Schools

HELENA, Mont. — The drought-stricken areas of Montana have experienced the greatest expansion in high school attendance in the history of the state, according to M. P. Moe, state inspector, who is holding a series of group meetings with regional school executives. The agricultural portions of Montana have had two short crops previous to the present season which was almost an entire failure. Yet contrary to expectations, the agricultural areas show a marked rise in attendance in high school classes. Night schools have become more popular and night school classes have doubled in enrollment since 1930. Evening instruction and adult education were provided for them in the new high school code which passed the Legislature last winter. Such schools are now maintained at Butte, Helena, Glendive, Sidney, Havre, Deer Lodge and Anaconda.

Ousting of Students Upheld by Court

HAMILTON, Ohio.—Ohio college students must maintain required scholastic standings in state-supported institutions or they can be expelled from school, the Circuit Court of Appeals ruled recently. The ruling resulted from a suit filed last Spring by Miss Jean West, twenty-one, of Portsmouth, who was notified by Miami University that she could not return to her classes because she had failed in her studies. Miss West took her case to Common Pleas Court, where Judge J. D. Barnes, of Sidney, enjoined the university from dismissing her. A. H. Upham, president of the university, appealed and the Circuit Court reversed Judge Barnes's ruling on the ground that it was unfair to let a pupil who fell below standard retard others.

Anti-Illiteracy Drive to Open

ALBANY, N. Y.—An extensive campaign against illiteracy in New York State will be opened within the next six weeks and a large organization formed to wage the campaign, according to an announcement made by Dr. Lewis A. Wilson, assistant State Commissioner of Education. "Of course illiteracy has been greatly reduced during the last few years," said Dr. Wilson. "There has been a drop of more than twenty-five per cent. in the number of illiterates. But our ultimate purpose is the complete eradication of this menace."

Lehigh Scholarships Reach New Total

BETHLEHEM, Pa. — An unprecedented number of deferred scholarships and free tuitions were granted the freshman class of Lehigh University this year, it is announced by Natt M. Emery, vice-president and comptroller of the university. There was no marked increase in the number of applications for loans made by upper classmen, however, he reported. Some of the free tuitions were granted from endowment funds contributed by alumni to be used to further the education of students otherwise unable to afford the cost of a college education. The remainder and all the deferred tuitions were granted out of the regular university funds as a relief measure.

Deaf Mutes Aided In Pennsylvania

HARRISBURG, Pa.—The commonwealth of Pennsylvania is directly aiding sixteen blind persons and six deaf mutes to obtain higher education at recognized institutions. The students are enrolled at the University of Pennsylvania, University of Pittsburgh, Temple, Bucknell, Duquesne University and Juniata College, in Pennsylvania, and Gallaudet College, at Washington, D. C. One student of unusual artistic ability is being educated at the Pennsylvania school of industrial art.

Sheldon Adjusto-Posture Classroom Chair-Tables

The Adjusto-Posture Chair-Table illustrated at the right combines all the features which are required for true efficiency in seating equipment. May be had with adjustable top for art students. Has stable writing top for ordinary use and scientifically designed seating for health and efficiency.

Variations of this table have been developed to meet the needs of other departments. Made in sizes to accommodate students from kindergarten through high school.

E. H. SHELDON & COMPANY

Muskegon, Michigan

Specialized Schoolroom Equipment of All Kinds

ENGLISH IN GERMANY

Bavarians Learn Language by Singing

MUNICH, Ger. — The Bavarian Radio Company has added a novel experimental feature to its broadcasting program by commencing a course of wireless instruction, for Germans, in the English language by means of the "Lapper method."

Herr Lapper, now headmaster of a Bavarian state school near the Austrian frontier, was formerly resident for several years in China, where he became keenly interested in the Chinese method, whereby dates and various items of knowledge are committed to memory by the help of rhymes and singing. On his return to Germany Herr Lapper devoted his leisure time to the application of this system to the study of foreign languages.

The Lapper wireless method is as follows: The listeners-in first provide themselves with the English edition of Herr Lapper's songbook, in which about 200 well-known German folk songs and nursery rhymes are translated into all the principal modern languages in such a manner that the rhythm and meter of the original German are sufficiently preserved to allow the songs to be sung to the traditional German melodies.

After the announcer has read the passage over the microphone, he and his choir sing the folk song previously recited, the Lapper fans joining in.

This mode of instruction is intended primarily for beginners in a foreign language, and for adults whose faculty of mastering something new lags behind that of young people with more capacity for accepting fresh ideas.

Expenses Low in Kentucky School

CHICAGO.—Rooms for sixty cents a week and meals for eleven cents each seems inexpensive even in these days of depression, but such is order accommodation at Berea College, Berea, Kentucky. Dr. William J. Hutchins, father of the president of the University of Chicago, is head of the school. Men and women students, with the background that gave the nation Lincoln, Clay and Daniel Boone, earn their way through college by weaving, making furniture and growing food crops. They milk cows, shoe horses and make brooms. In this way they earn the $146 needed for a year's tuition, including books, room and board. The school age ranges from sixteen to fifty. While pursuing the college course each student learns a trade. The products of the students are to be exhibited in Chicago, and later sold to enable the students to continue in school.

Board Decides Babies Are Luxuries

SAN FRANCISCO. — This city's Board of Education took formal action recently to decide that a baby is a luxury and not an ailment.

The state law provides that a teacher shall draw salary for the time spent away from active duty because of illness. Salary claims for married women teachers who were out to greet the stork were negatived by the board on the ground that parturition is a physiological and not a pathological process.

HONOR PUPILS

High Social Status Noted In Survey

NEW YORK.—Family background is an important element in the intellectual attainments of American youth, for all our traditions about the rise of poor boys. So, at least, it appears from a close study of those elite of the secondary school world, the Edison scholarship students of 1929 and 1930. Such a study has been made by Dr. J. B. Maller, research associate of the Institute of School Experimentation of Teachers' College, Columbia University.

The group comprised ninety-eight high school students representing each state and the District of Columbia, from whom the scholarship winners were chosen. Having won places in the group on the basis of rigorous examination, Dr. Maller notes, they "probably represent those of highest rank among high school graduates throughout the United States."

Comparisons of their backgrounds, as well as their general attitudes and ideals, were made with those of other high school students by putting the others through condensed forms of the same tests. The other students were the participants in the science essay contest sponsored by the American Association for the Advancement of Science and a group of seniors in a New York high school.

Besides demonstrating their obvious interest in science, and scoring very much higher in tests of science and mathematics, and somewhat higher in questions of personality, the Edison students, Dr. Maller says, showed tendencies "toward conservatism and extraversion."

Self-Reliance Taught At Smith Nursery School

NORTHAMPTON, Mass. — Small daughters and sons of Smith College faculty help themselves to spinach and macaroni at the age of twenty-one months if they go to the Smith College Co-operative Nursery School, and when they spill something, which is very seldom, they clean it up themselves. Self-reliance is stressed throughout the school day, and although Mrs. Rowena Winn and Miss Anna Gladding, teachers and their assistants are in constant attendance, the children often decide for themselves what they want to do. Self-reliance extends to games and play periods also. Besides giving the residents of Northampton an opportunity to send their children to a progressive nursery school, the Smith College Co-operative Nursery School, which is headed by Mrs. Lura Oak, associate professor in the department of education, gives Smith College students interested in pre-school education a chance to study at first hand the activities of youngsters who are allowed a great deal of free expression.

Pumpkin College Just A One-Room School

LANSING, Mich.—Michigan legislators started something when they passed a law forcing every school in the state to select a name. Hillsdale county alone gave clerks recording the names in the state office a few bad moments. Schools in Hillsdale were named Marble Top, Butch, Frog Hollow, Mud Lake, Grubby Knoll, Plank Road, Swamp, Little Brick and Skuse. It remained, however, for Washtenaw county to add the finishing touch. Children in Washtenaw are attending a one-room school named Pumpkin College.

Greater Freedom Aids Wesleyan

MIDDLETOWN, Conn.—A satisfactory scholastic showing resulted from Wesleyan University's experiment in permitting juniors and seniors to control their own attendance at certain classes, the annual report of President James L. McConaughy said. As a result of this circumstance, as well as other trends in student life, President McConaughy said the modern college student thinks more for himself than did his predecessors. The report shows further that the general average of scholarship this past year is the highest ever reached at Wesleyan.

Teachers Urged To Help World

BOSTON.—Aid in making the world better through the indoctrination of ideas and ideals was urged upon teachers by Grover C. Bowman, superintendent of schools, North Adams, at a meeting held in conjunction with the annual sessions of the New England Teacher Training Association and the New England Association of School Superintendents. Dr. Ransom A. Greene, superintendent of the Walter E. Fernald State School, speaking to the Massachusetts Superintendents' Association urged the community to give special attention to the less privileged students who come, he asserted, in great numbers to the public classrooms. Freedom from the traditional curriculum of emphasis on mere facts and substituted stress on initiative and the development of personality comprise, in the estimation of Louis P. Benezet, superintendent, Manchester, N. H., necessary scholastic remedies.

Typographical Errors Kill English Page

MONTEVIDEO, Uruguay. — Some time ago, Imparcial, one of this city's leading dailies, inaugurated the publication of a page in English, but much to the regret of English-speaking residents the page has now been discontinued and for rather novel reasons. In a statement announcing the discontinuance, Imparcial states that there was no lack of copy, but that Spanish compositors were not equal to composition in English and consequently there were many typographical errors. This was bad enough, but when the editor was deluged with letters from those speaking English or who thought they spoke English, calling attention to these errors, it was rubbing it in to an extent that was not helpful to editorial composure and peace of mind. In any case, comments Imparcial, there will be no actual loss, as most of the English-speaking colony reads Spanish. This is doubtless true, but those interested in a more general knowledge of English in this part of the world cannot but wish that Spanish compositors were slightly bilingual.

Atlantic University Declared Bankrupt

NORFOLK, Virginia. — Percy S. Stephenson, attorney, of Norfolk, was named receiver for Atlantic University at Virginia Beach. The appointment was made on motion of the institution a short time after it had filed petition of voluntary bankruptcy before Referee R. T. Thorp. Officials of the university announced arrangements have been completed to continue the institution in operation at least until February 1 so that students may receive credit for the work of their first semester. There is a possibility, it was indicated, that the institution may be continued beyond that date. The faculty made public a resolution expressing their loyalty to President William Mosely Brown and "appreciation of his untiring efforts on behalf of the university and of us." Atlantic University was opened to students in the fall of 1930.

Texas Students Use Old Rules

AUSTIN, Texas.—When more rules are made, collegians will break them, reason University of Texas authorities. So the "eds" and "co-eds" here will have to get along under last year's rules. And the only oddity on the list of rules is one forbidding girls in the dormitories to bathe after 11 p. m. Smoking by girls in their rooms, which recently prompted revolts in several Middle Western universities, is permitted here, except at the Scottish Rite dormitory.

College Editors Oppose Censors

PROVIDENCE, R. I.—The editors of student newspapers in thirteen Eastern women's colleges want to be rid of censorship. The Women Intercollegiate News Association, holding its sixteenth annual convention here, resolved to help them toward that end. They unanimously passed a resolution asking that the college newspapers "not be subject to censorship by the administration, faculty bodies and trustees, and that the officers of these publications shall not be penalized for any matter printed within the recognized ethics of journalism." The association agreed that the various college newspapers should print editorials on the same subjects at specified periods.

American Students Restricted by Scots

EDINBURGH, Scotland.—Scotland is resisting the "invasion" of American medical students. Aberdeen University refused more than 200 applicants from the United States at the opening of the last term. At Edinburgh recently, out of 240 American applications for admission, less than forty were accepted. The action arises out of the fact that universities in America have, for various reasons, been restricting the entries into their medical schools, and as the fixed quota is soon reached, the demands for admission into British universities have appeared almost in a flood. To offset this, Scottish educational institutions have adopted a policy of restricting the number of these American students.

Opposes Prayer By Radio in Schools

STOCKHOLM.—Swedish schools do not want radio broadcasting of morning prayers. Of the institutions recently questioned by the board of education, 103 preferred the old way of having the service read to the children direct.

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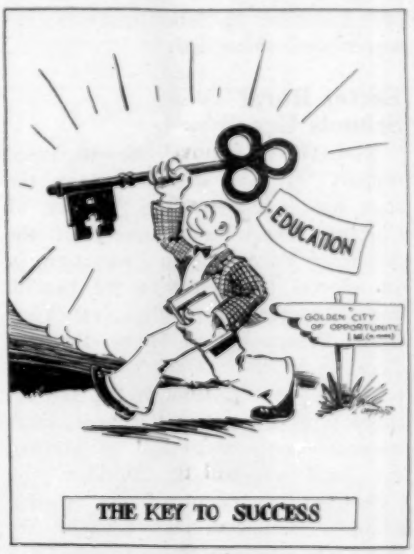
Colleges Continue Enrollment Gains

PHILADELPHIA. — Attendance at American colleges and universities is at its highest level in history, in spite of the economic depression, but the comparatively small gain made since last year indicates that the "plateau" predicted for collegiate enrollment may have been reached, Dean Raymond Walters of Swarthmore College concludes in a summary of reports from 444 approved institutions in all parts of the country. Dean Walters remarks that the present enrollment "plateau" is twelve per cent. higher than that of "the prosperous period five years ago." The reporting colleges and universities have an attendance of 599,124 full-time students, representing an increase of 3,721 students, or about six-tenths per cent. over last year's figures. In the race of the general increase, the women's enrollment in 226 liberal arts colleges and departments is 2,044 less than last year, or a decrease of 1.6 per cent. "This means," says Dean Walters, "that where families have felt the financial pinch, some of them have continued their sons at college and have kept their daughters at home."

Enrollment in Canadian Schools

TORONTO. — Approximately one-quarter of the population of Canada are students at Dominion schools, colleges and universities, according to an official compilation. The total is 2,490,623, and the average cost of maintaining a student is about $66 a year, so that the national bill runs to more than $165,361,198. The staff of teachers, men and women, numbers 83,144. It is pointed out in the report that the proportion of pupils in the upper grades is increasing from year to year, having risen from 8 per cent. in 1921 to 13 per cent. in 1930, and a considerably higher figure this year. It has been found that the difficulty experienced by older pupils in obtaining employment during the depression has induced many of them to remain in school, or even to return to classes after an absence of a year or more. The proportion of male teachers is 21.1 per cent. for the whole country. During the war this figure sank to 15.5 per cent., and it has returned now to the normal of recent years.



A PUPIL'S VIEWPOINT

Drawn by a High School Art Student in a project sponsored by the Division of Publications of the National Education Association.

Marking Mountain Denied to Schools

EL PASO, Texas.—Two gigantic letters, "E" and "M," will fade away from the summit of Mount Franklin and live only in the memory of those men and women who as freshmen in El Paso High School and in the Texas College of Mines toiled up the mountain slopes to give the letters their annual coating of white paint, if the city planning commission of El Paso has its way. Mount Franklin extends far into the horseshoe formation in which the city is built. Just below the crest on the west slope is the "E" placed there by high school pupils. Just across the crest on the east slope is the "M" laid out by the College of Mines students. They can be seen for miles. The "M" is 150 feet square. But now the commission would do away with these letters and has asked the school authorities to co-operate with them. Their action came following reports that Austin High School, El Paso's latest which opened this year, was planning to place a third letter on Mount Franklin.

THE NORTHFIELD
EAST NORTHFIELD, MASS.

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Ambert G. Moody, Mgr.
East Northfield, Mass.

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Business Depression Spur to Students

BRUNSWICK, Me.—The business depression is a spur to scholastic effort by students whose parents have felt the economic pressure and have impressed upon them the need for a fuller realization of their educational opportunities, in the opinion of Dean Paul Nixon of Bowdoin College. Commenting on the mid-semester warnings to students on low standing in two or more courses, he said that only thirty-three men had been warned this year as compared with an average of fifty-one in the past ten years. In the freshman class but twelve men were warned against a ten-year average of twenty-six.

Founds Fellowship At Mellon Institute

PITTSBURGH, Pa.—Dr. Edward R. Weidlein, director, Mellon Institute of Industrial Research, has announced that the Macbeth-Evans Glass Company, Charleroi, Pennsylvania, has established in that institution a Fellowship in illuminating glassware. According to Dr. Weidlein, the scientific investigations that will be conducted by this Fellowship will be forward-looking—a continuation along original lines and entirely independent of the technologic research that is carried on in the Macbeth laboratories. Dr. Rob Roy McGregor, a specialist in physical chemistry, has been appointed to the incumbency of this Fellowship. Dr. McGregor received his professional training at McMaster University and at the University of Illinois, and has been a member of Mellon Institute's research staff since 1927.

Better Rural Schools Urged

ROCHESTER, N. Y.—Increased support for rural education from the state was urged by M. S. Winder, of Chicago, executive secretary of the American Farm Bureau Federation, in an address to delegates to the twelfth annual conference of the New York State Federation of Home Bureaus. Because of the country's great contribution to the commonwealth, and because it as a whole will benefit, more adequate support should be allowed for rural schools, Mr. Winder said. "The depression has had one valuable effect," he said. "It has brought city and country people closer together for an attack on the common problem."

Columbia Physician Busy With Students

NEW YORK. — Medical treatment was given to a total of 8,679 students and faculty members at Columbia University and 32,320 office consultations were held during the year, Dr. William H. McCastline, medical officer at the university, announced in his annual report to Dr. Nicholas Murray Butler. Colds were the most common ailment, 1,559 cases having been treated, he said; diseases of the mouth, lips, cheeks, pharynx, tonsils and the palate were second with 1,429, while 1,387 persons suffered with ailments of the eye and ear.

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Grins Between Grinds

A Dog's Life Anyway

Mrs. B. is the proud owner of a small white fox terrier which she loves dearly and which is regarded as one of the family. The day had been rainy and the terrier had been running through the puddles until his white coat was splattered with mud.

A noise was heard at the door. Thinking it was the dog, Mrs. B opened the door part way, and cooed in a low voice: "Is that mamma's petty, little, cutie, dirty doggie?"

She opened the door the rest of the way. Standing in the doorway was a salesman with a sample case in hand and a puzzled look on his face.

No Back Seat Advice

"Your studies are suffering, son. Wouldn't you like a coach?"

"No, Dad, a roadster will do."

Practical

It was the first real snowstorm of the year, and the teacher felt it her duty to warn her pupils before she dismissed them.

Teacher—"Boys and girls should be very careful to avoid colds at this time of year. I had a darling little brother only seven years old. One day he went out in the snow with his new sled, and caught cold. Pneumonia set in, and in three days he was dead."

The schoolroom was very quiet. Then a youngster in the back row said:—

"Where's his sled?"

Financial Wizard

Gentleman: "What would you do with a nickel if I gave you one?"

Hobo (sarcastically): "Get a new suit, mister, an' some supper, an' a night's lodging, an' breakfast an' dinner tomorrow."

Gentleman: "My good fellow, here's a quarter. Go and support yourself for the rest of your life."

And He Meant It

A fat woman, elbowing her way through a crowd on a street corner, bumped into a policeman, toppling off his hat and dignity at the same time.

"Officer," she rasped, "does it make any difference which street car I take to Mount Hope Cemetery?"

"Not to me it doesn't," replied the cop.

This Week on the Air

(Continued from page 69)

2.45 P. M. Mormon Tabernacle Choir, WJZ

3.15 P. M. Thrift Week Talk, by Truman S. Morgan, WJZ.

4.15 P. M. Radio Guild, "Dear Brutus," WJZ.

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

Saturday, January 23

9.00 A. M. Le Trio Charmante, WEAF.

11.30 A. M. Keys to Happiness, WEAF.

12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.00 P. M. "Disarmament," WJZ.

5.15 P. M. "Dramatizing American Industry," WEAF.

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

7.15 P. M. Laws That Safeguard Society, by Dean Gleason L. Archer, WEAF.

8.00 P. M. Civic Concert Service, from Chicago, WEAF.

8.30 P. M. Economics and Psychology, F. W. Taussig and Carney Landis, WEAF.

Smiles

"Smiles" is the longest word in the world—there is a mile between the first and last letters of the word.

He Smiled — and his home was a place of happiness.

He Smiled — and the children ran out of the way to meet and greet him.

He Smiled — and his business clients and callers spoke well of him, and business increased.

He Smiled — and his co-workers in business worked better than in any other place of employment.

He Smiled — and all who entered his office door were pleased to be greeted as friend and equal.

He Smiled—and followed the smile with a brotherly handclasp; and those who were discouraged and downcast went out and took a new grip on life and their work.

He Smiled — and while the years rolled on, he grew younger, because—he smiled.

—Exchange.

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